



Multi-Year Strategic Plan Action Plans

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Introduction

Student success drives everything we do in the Toronto District School Board (TDSB). Every student deserves a great education and student well-being and learning must be at the centre of every decision we make. Our focus is ensuring that all students can succeed by having equitable access to programs and resources and increased opportunities that lead to enhanced learning outcomes.

For years, we have collected student data, which indicates high levels of achievement and engagement in many areas and for many students. However, this data also reveals persistent gaps in achievement and well-being for some students despite dedicated efforts to address them. These gaps are strongly connected to demographic factors such as family income, race, gender, ethnicity, sexual orientation and disability, among others. We have also acknowledged that our bias has unintentionally created barriers for many of our most underserved students.

We are committed to addressing these gaps and helping each and every student succeed by making bold and transformational changes that will not only support those who have traditionally been underserved, but will raise the bar for all students. We are focussing on some very important changes that require us to examine our biases and reflect upon the impact that power and privilege has on students and their success. Through this reflection, we are challenging structures and removing barriers that may impact students and their families. This work is directly connected to our work as educators to teach, help students learn, create inclusive learning environments and engage communities effectively.

To support our 246,000 students and 583 schools, in June 2018, the Board passed its Multi-Year Strategic Plan which sets direction and identifies five system goals:

- Transform student learning
- Create a culture for student and staff well-being
- Provide equity of access to learning opportunities for all students
- Allocate human and financial resources strategically to support student needs
- Build strong relationships and partnerships within school communities to support student learning and well-being

The Multi-Year Strategic Plan is a high-level statement of intent for the TDSB and drives all of our other work as outlined in our Vision for Learning and Service and connects to Leadership, the School Improvement Process, Service Excellence and Governance. Together these strategies set direction and provide support for how we work, but the real change happens when each unique school and each unique department examines their specific data, determines actions for their improvement, measures impact and communicates progress. The entire system improves when classrooms, schools, and departments focus their improvement efforts within the context of system direction.

Our Vision for Learning and Service invites each school to consider how leadership is shared throughout the school community to facilitate conditions for change. Collaboration and engagement are emphasized to enhance the learning community and ensure that staff not only have the skills and knowledge to meet the unique needs of their students and communities, but also have the trust, high expectations and a sense of confidence to do so.

Introduction (cont'd)

The School Improvement Process – which is noted throughout our Action Plans – is the only place we can affect real change in the classroom. This process expects that every school will examine their own data and arrive at an area of focus in three specific areas: achievement, equity and well-being.

Our Service Excellence commitment focuses on serving the client and is the only way for our departments to change. While our business and operation departments' work might not directly impact students, their efforts enable those who are directly responsible for student achievement and well-being to remain completely focussed on this important work.

Finally, strong and effective governance ensures that Trustees have the appropriate supports they need to serve in their role as elected officials. The Board of Trustees sets direction for the system and works closely with senior team in the best interests of students, schools and communities. Board policies, set by Trustees, provide important direction to the system and engage our public so their voices are heard.

With these principles as the foundation of our work, we expect the following systemic results:

- Close the achievement and well-being gap while keeping expectations high for all students because we are providing access to the programs, resources and learning opportunities that students require, while removing systemic barriers that may exist for them.
- Transform student learning. Students will improve in literacy and math and they will strengthen their global competencies (critical thinking, creativity, collaboration, communication, citizenship and character) because they are engaged in learning experiences and opportunities that promote service, social justice and sustainability.
- Increase engagement of students, staff, parents and communities because we are honouring voice, experience, identity and expertise, and we are willing to adjust our directions and plans because of this engagement.

Measuring our success is critical to know that we are making a difference for students. Our expectation, and goal, is that everyone improves. Instead of setting system targets then, we are focusing on continuous improvement at the classroom, school and department level. We will continue to monitor vigorously but are confident that this approach will be more meaningful and motivating in terms of improvement and expect it will have a greater impact on individual students' success.

Success will be measured and assessed in different ways. Research tools will be used, including student achievement data, student and staff census data, school climate surveys and focus groups for different stakeholders, as well as Qualtrics software which gathers perceptual data from large populations to determine if people are experiencing the desired improvement.

There will also be qualitative data evident when we see significant changes in our practice as a direct result of our commitment to human rights, equity, anti-racism and anti-oppression. This commitment will guide identification and removal of systemic barriers; challenge our own assumptions, perspectives and bias; and reshape the instruction, learning opportunities and environments we provide for students.

Introduction (cont'd)

The Action Plans that follow outline our goals, the specific work we will undertake to achieve these goals and how we will measure success. This work is all interconnected and requires a strategic and coordinated approach to lead to the thoughtful and intentional systemic change and the cultural shifts necessary to make a difference in schools and classrooms. Innovation in action at the school level will also ensure that each student is thriving in an accessible, inclusive and engaging environment.

These plans capture a great deal of what is happening across the system however, they are not an exhaustive list of all the work underway in the TDSB. These plans communicate transformational actions we will take over the next few years to meet the commitments in the Multi-Year Strategic Plan.

Transform Student Learning

We will transform student learning by engaging students in deep learning opportunities that allow them to develop their literacy and math skills and global competencies. We use the term deep learning to describe achievement in a very specific way. Many people might define achievement as the lessons a teacher prepares, directions to students, student performance on tasks or tests, and the mark a teacher assigns. Our understanding of deep learning is illustrated by students taking ownership for their learning supported by the teacher, working with classmates on challenging issues and incorporating their interests and strengths while foundational skills and curriculum expectations are taught. Deep learning experiences engage students in community service, social justice and issues of sustainability, so they can see themselves as people who can make a difference in their classroom, school, community and beyond.

Another transformational change is our commitment to challenge the concept of streaming, by setting high expectations and increasing access to programming and supports. This work will challenge mechanisms which have traditionally streamed students. We will begin with our youngest learners and ensure that students can read by the end of Grade One; we will provide the most inclusive environments for all students, including those with special needs; we will review suspensions and expulsions while keeping schools safe by taking a restorative approach; and we will prepare the majority of students to be successful in an academic pathway in high school.

We know that we need to make major changes to how we support Black students and those with special education needs. And we also have an important commitment to work with Toronto's Indigenous communities to address the knowledge gap about the histories, cultures and contemporary realities of Indigenous peoples in Canada including the impact of ongoing colonization and systems of public schooling within those communities.

Introduction (cont'd)

Create a Culture for Student and Staff Well-Being

Students and staff feel a greater sense of well-being when they are engaged and feel that they belong, and feel safe and included. Through our School Improvement Process, each school will examine their own census data to understand where they need to focus their efforts to improve student well-being. For example, we know students feel better when they have a caring adult to turn to, but our data suggests they do not always feel comfortable approaching one or that one is available to them. We will focus on the importance of physical well-being, as well as the impact of technology, mobile technology especially, on the student well-being. And, to support those students who may have unique mental health needs, we will continue to partner with key support groups. We also know that listening to students' voices and hearing how to best meet their needs is the best way to bring about change.

For our staff, we will continue to work with employee groups to create a plan that addresses staff well-being issues that emerged from our staff census this past year.

Provide Equity of Access to Learning Opportunities for All Students

Our commitment to providing equitable access to learning opportunities for all students requires that we review our long-term program and accommodation strategy as well as policies and procedures related to access. In a particular way we need to focus on our secondary programming, because students have told us what they expect from their high schools and there are gaps that need to be addressed. Our commitment to accessibility allows us to remove both the physical and attitudinal barriers that prevent staff and students from having the access they require. Our human rights commitment is the foundation of our work in equity, anti-racism and anti-oppression and our Action Plans communicate a renewed focus in this area. Finally, employment equity continues to be a priority so we are supporting our staff to be most effective by providing access to positions of responsibility – especially for those who might experience barriers when seeking these positions – and ensuring our staff reflects the diversity of the communities we serve.

Allocate Human and Financial Resources Strategically to Support Student Needs

Allocating human and financial resources in strategic ways aligns with our equity commitments. We will examine our budget process, including a review of the Learning Opportunities Index and its impact on student achievement and well-being, school budgets and fundraising. We will examine how we allocate funds to renew our facilities and we will look at the formulas and processes used to allocate staff in our schools. There are notably many competing demands and finite resources. Our Board will need to make challenging decisions regarding how these finite resources align with our strategic commitments. We will support the Board to engage in this process through an analysis of how we are presently using these resources, so that the Board can better understand what choices may need to be made.

Build Strong Relationships and Partnerships with School Communities to Support Student Learning and Well-Being

Building strong relationships and partnerships within school communities supports student learning and well-being. We need to improve our internal and external communications and be sure that communities have access to all appropriate data so that they can understand how our Board and staff make decisions. We will support school and system leaders to deal with issues and to engage communities effectively especially when challenging topics are discussed. We will support educators and administrators to create opportunities for students, staff and families to engage in discussions and learning opportunities related to complex issues such as human rights, anti-oppression, anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities.

Develop strong government relations so that our Board can advocate for public education issues. We know how important it is to develop effective partnerships with families and communities so that we can meet the needs of students. To strengthen our community and parent engagement, we will review appropriate policies, examine the parent concern protocol so that it is effectively meeting the needs of families and our system, and continue to strengthen community engagement through our community advisory committees and other partnerships with civic and community groups.

In conclusion, we recognize that many families are satisfied with their experiences in our schools, while many others are not. This does not mean taking away the rich learning experiences from those who are thriving, but it means ensuring programs, resources and experiences are available and offered to everyone. We will continue to provide a high standard of education for students and challenge any structure, process and practice that does not allow all students to achieve success.

Our Multi-Year Strategic Plan sets the direction. Our Vision for Learning and Service illustrates how we will fulfill this direction. Our School Improvement and Service Excellence processes are the vehicles to bring about this change and our Action Plans are the specific steps that we will take to achieve our goals.

This work is urgent, necessary and adaptable. When new information emerges, we will adjust our course and communicate effectively so everyone understands how we are improving. By fulfilling the commitments in the Multi-Year Strategic Plan and taking the necessary steps in our Action Plans, we are confident achievement and well-being will improve for all students.



Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

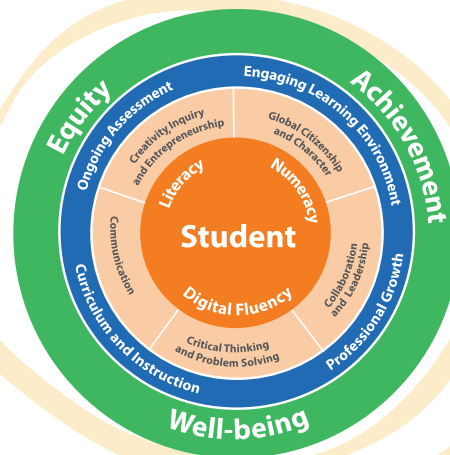
Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Improvement
for all Students



Enhanced
Learning Culture



Shared
Leadership



Multi-Year Strategic Plan

Vision for Learning & Service

Leadership

School Improvement

Service Excellence

Governance

Transform Student Learning

- Deep Learning: Global Competencies
- Deep Learning: Mathematics
- Deep Learning: Literacy
- Early Years: Literacy & Numeracy
- Inclusion/Special Education
- Suspensions, Expulsions & Restorative Practices
- Grade 9 & 10 Academic
- Indigenous Education
- Toward Excellence in the Education of Black Students

Create a Culture for Student and Staff Well-Being Create a Culture for Student and Staff Well-Being

- Well-Being and Mental Health
- Staff Well-Being
- Physical Well-Being
- Student Voice

Provide Equity of Access to Learning Opportunities for All Students

- Long Term Program and Accommodation Strategy
- Policy and Procedures Related to Access
- Secondary Program
- Accessibility
- Human Rights
- Employment Equity

Allocate Human and Financial Resources Strategically to Support Student Needs

- Budget Resource Allocation
- Learning Opportunities Index
- School Budgets and Fundraising
- Equitable Distribution of Facility Resources
- Staffing Allocation

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning & Well-Being

- Community Engagement Standards
- Internal Communications
- External Communications
- Open Access to TDSB Data
- Issues Management for School and System Leaders
- Government Relations and City of Toronto Public Education Advocacy

Leadership Development

What is our goal?

To support educators and leaders to have the knowledge, skills, and resources to ensure anti-oppressive and equitable practices are in place to support student learning, well-being, effective instruction and service excellence.

How will we achieve it?

- Support the journey from informal to formal leadership through the Leadership Capacity Plan, ensuring aspiring, new and experienced leaders have knowledge and skills in human rights, anti-oppression and equitable practices and how issues of privilege, power and oppression result in inequitable outcomes. Leaders will also develop content knowledge and pedagogical knowledge for leading (ongoing)
- Create Aspiring System Leaders program to build skills and provide experiences to develop systems thinking in TDSB school and service excellence leaders to address succession planning needs (October to June)
- Build capacity for all classroom educators to support the learning of all students in an inclusive learning environment understanding the principles of human rights and equity, anti-racism, Indigenous ways of knowing, deep learning, and Special Education and to engage their students in challenging conversations around issues including: anti-oppression, anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, and other forms of racism and discrimination against racialized groups, such as Sikhs, Roma, people from Latin America as well as homophobia, transphobia, the discrimination faced by those with physical and intellectual disabilities (ongoing)
- New teacher learning will focus on providing face-to-face and mentoring opportunities to develop the skills needed to provide the most enabling, inclusive classroom learning environment (ongoing)
- Learning Network and Leadership Learning Teams (LLT) of school administrators and system leaders will focus on developing skills in school improvement planning and authentic leadership inquiries as related to their school's three foci (ongoing)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources, and learning opportunities that all students require.
- Structural barriers will be removed that may exist because of our commitment to human rights, equity, anti-racism and anti-oppression.
- Student learning will be transformed. Students will improve in literacy and math and they will strengthen their global competencies (critical thinking, creativity, collaboration, communication, citizenship) because they are engaged in learning experiences/opportunities that promote service, social justice and sustainability.
- The engagement of students, staff, parents and communities will increase because their voice, experience, identity and expertise will be reflected in decision making.
- Superintendents of Education will visit schools every three weeks and progress will be monitored by Learning Centre Executive Superintendents.
- Multiple sources including surveys, focus groups, staff census, student achievement data, observations, professional learning feedback surveys.

Leadership Development in Equity & Anti-Oppression

What is our goal?

To support District and site leaders to develop skills and a capacity to address issues of human rights, equity and anti-oppression at the system and classroom levels.

To strengthen our organizational culture to foster shared leadership, ensure learning cultures embody human rights and support the achievement of all of our students and the priorities in the Multi-Year Strategic Plan.

How will we achieve it?

- Implement a Leadership Capacity Plan (LCP) that identifies the foundational leadership practices and actions necessary to achieve our stated goals and priorities in the Multi-Year Strategic Plan (MYSP) (November 2018 Embedded in other Leadership Development Plan)
- Provide mandatory training for Principals/Vice-Principals in anti-oppression and anti-Black racism connected to school improvement by June 30, 2019 through Learning Network Meetings in alignment with the Director's Response to the Enhancing Equity Task Force Report (Part 1 Completed June 2019)
- Build capacity among groups of educators who possess the facilitation skills and understanding to effectively co-lead learning in human rights, equity and anti-oppression (November 2018 and ongoing)
- Combat various forms of discrimination (e.g., anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities) through human rights training and more effective procedures (ongoing)
- Confront the predictable and recurring challenges of poverty through evidence-based strategies, equitable resource allocation and strategic partnerships at the school, Learning Centre and system levels (ongoing)
- Identify and examine the impact of bias, power and privilege on student achievement and well-being within the school improvement process (ongoing)
- Work together with Indigenous communities to build the internal capacity of staff to be a credible and trustworthy ally in achieving the Calls to Action in Truth and Reconciliation (ongoing)
- Use the principles of human rights, equity and anti-oppression as the foundation for delivering service excellence to students, staff, parents/guardians, and communities (ongoing)
- Provide employees various tools and professional learning resources to understand and respond effectively to various forms of discrimination e.g.,
 - Age
 - Ancestry, colour, race
 - Citizenship
 - Ethnic origin
 - Place of origin o Creed
 - Disability
 - Family status
 - Marital status (including single status)
 - Gender identity, gender expression

Leadership Development in Equity & Anti-Oppression (cont'd)

- Receipt of public assistance (in housing only)
- Record of offences (in employment only)
- Sex (including pregnancy and breastfeeding)
- Sexual orientation
- Provide professional learning to all managers/supervisors involved in hiring processes, to ensure that competency in equity and human rights is embedded in hiring practices and barriers to fair hiring are eliminated (TBD)

How will we know we are successful?

- Gaps in achievement and well-being will decrease while the expectations remain high for all students because we are providing access to the programs, resources and opportunities that all students require.
- The engagement of students, staff, parents and communities will increase because their voice, experience, identity and expertise will be reflected in decision making.

School Improvement Planning: Collect Evidence & Communicate

What is our goal?

By June 2019, every school will communicate to a variety of stakeholders their improvement in achievement, well-being, and equity.

How will we achieve it?

- Use multiple sources of school and classroom data to create and monitor a student achievement goal in every school
- Use multiple sources of data, including our Student Census Data, to create and monitor a well-being goal in every school
- Schools will create equity goals, focused on staff learning, in support of the achievement goal (ongoing)
 - o All School Improvement Plans will have three goals: Student Achievement, Equity, and Well-Being. The equity and well-being goals will be in support of the student achievement goal.
 - o All School Improvement Plans will include a staff professional learning plan to address the most urgent student learning needs
- Monitor impact and provide feedback through superintendent school improvement visits which will occur approximately every three weeks (ongoing)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources, and learning opportunities that all students require.
- Student learning will be transformed. Students will improve in literacy and math and they will strengthen their global competencies (critical thinking, creativity, collaboration, communication, citizenship) because they are engaged in learning experiences/opportunities that promote service, social justice and sustainability.
- The engagement of students, staff, parents and communities will increase because their voice, experience, identity and expertise will be reflected in decision making.
- Multiple sources of data will be used to monitor student and educator learning, well-being, and equity, including School Climate Surveys, EQAO, classroom assessments, report cards, Student Census data, surveys, and student focus groups.

School Improvement Planning: Shared Leadership

What is our goal?

By June 2019, each school will have developed processes for shared leadership to provide opportunities for students, staff, and parents to participate in the School Improvement Process. School Improvement Processes will build trust, high expectations, and collective efficacy among all staff.

How will we achieve it?

- Engage diverse voices, including parents and students, in the School Improvement Process work with staff (June 2019 and ongoing)
- Each school will establish a School Improvement Team that will develop a professional learning plan (ongoing)
- Support Superintendents of Education to develop relationships with school communities so that their experiences and perspectives can influence system action and decisions (September to December 2019 - Fall 2020)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources, and learning opportunities that all students require.
- Student learning will be transformed. Students will improve in literacy and math and they will strengthen their global competencies (critical thinking, creativity, collaboration, communication, citizenship) because they are engaged in learning experiences/opportunities that promote service, social justice and sustainability.
- The engagement of students, staff, parents, and communities will increase because their voice, experience, identity, expertise will be reflected in decision making.
- School surveys indicate an increase in student and parent engagement in the school improvement process.
- Multiple sources of data (observation, conversations, and products) will show higher levels of trust and efficacy among staff.

School Improvement Planning: Leadership Capacity

What is our goal?

To improve outcomes for every student by ensuring school and system leaders will have the knowledge skills to create the conditions for effective learning environments in every school.

How will we achieve it?

- Address capacity building for formal and informal leaders across the system through our Leadership Capacity Plan (ongoing)
- Collaborate with the Research and IT to review and update the electronic dashboard to ensure that all school administrators have easy access to data and can collaboratively create the School Improvement Plan with their school team (December to June)
- Design professional learning to build capacity of school and system leaders around determining evidence, and monitoring to show improvement (January to June)
- Focus capacity building for school leaders and coaches on building their content and pedagogical knowledge (ongoing)
- Monitor impact and provide feedback through Superintendent school improvement visits which will occur approximately every three weeks (ongoing)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources, and learning opportunities that all students require.
- Student learning will be transformed. Students will improve in literacy and math and they will strengthen their global competencies (critical thinking, creativity, collaboration, communication, citizenship) because they are engaged in learning experiences/opportunities that promote service, social justice and sustainability.
- The engagement of students, staff, parents, and communities will increase because their voice, experience, identity, expertise will be reflected in decision making.
- Superintendents of Education visit schools every three weeks and are monitored by Learning Centre Executive Superintendents.
- Monitor multiple sources including surveys, focus groups, staff census, student achievement data, observations, professional learning feedback surveys.

Service Excellence

What is our goal?

To develop a culture that values service excellence and continuous improvement and work with employee groups to better understand clients' needs, expectations and timelines.

How will we achieve it?

- Undergo certification process to validate results, and recognize teams on an ongoing basis (June 2019) (first phase complete)
- Create department improvement process (in progress for all departments)

How will we know we are successful?

- Service to clients will be improved as evidence by enhanced efficiency in processes, increased responsiveness, and increased capacity of staff to address school needs.
- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources and learning opportunities that all students require.
- Progress will be monitored through School Climate Data and Staff Surveys.

International Partnerships

What is our goal?

To enhance the Board's reputation as an international leader in education.

To ensure our leaders and educators have the knowledge and skills, based on research and evidence, to best support school improvement planning and deep learning for educators and students.

How will we achieve it?

- Participate in various global education networks, including Global Cities Education Network (GCEN), connected through visits, programs, and initiatives (ongoing)
- Review and ensure our guiding principles are in line with our beliefs and practices in human rights, equity, anti-oppression, and anti-racism as well as system priorities in deep learning and service excellence for consistency in planning, recruitment, and staff professional learning protocols (ongoing)
- Actively participate in international studies with global partners (ongoing)
- Provide opportunities for staff to participate in exchanges and networks with various educational leaders (ongoing)
- Engage with international researchers to support the priorities outlined in our Multi-Year Strategic Plan (ongoing)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources, and learning opportunities that all students require.
- Participation in international initiatives that support our Multi-Year Strategic goals will increase.
- An increase in delegation learning visits to schools and with system teams.
- Educators and leaders will have the necessary skills to meet the differentiated needs of students.
- TDSB will be recognized internationally and have influence on education globally.
- Progress will be monitored by research reports including participant and visitor feedback, conversations, observations, and artifacts of participation.

Effective Governance

What is our goal?

To review and enhance existing governance practices to facilitate achievement of the goals in the Board's Multi-Year Strategic Plan.

How will we achieve it?

- Develop a Trustee Orientation Program, materials and other learning opportunities to promote effective governance, including: Board Committee Reporting Process and associated best practice for Committee Chairs, Vice-Chairs and senior staff, Board Bylaws and parliamentary procedure, effective Board reports and motions, as well as policy development, implementation and communication – (in progress in collaboration with the Integrity Commissioner, to be presented at Committee of the Whole November 2019)
- Explore Self-Assessment Tools for the Board and its Committees to measure and improve effective governance practices (Fall 2018 – December 2019) -
- Align MYSP action plans over four-year term of office for Trustees (2019 – 2022) (in progress)

How will we know we are successful?

- The Board will be able to assess and improve its governance practices.
- The Board's Committee Reporting Process will be aligned strategically to support the goals in the Multi-Year Strategic Plan over a four-year period.

Board Policy and Procedure

What is our goal?

Review and revise all Board policies and related procedures to ensure alignment with the Board's Mission, Vision and Values and MYSP, with emphasis placed on equitable access to learning opportunities and outcomes, human rights, accessibility, equity, inclusion, anti-racism and anti-oppression.

How will we achieve it?

- Strategically prioritize relevant policy (for Trustee approval) and procedure (with Executive Council input) for review and revision over the next four-year period, in accordance with Board Procedure 501, Policy Development and Management – (in progress)
- Enhance the Board's Policy Development and Management process to give meaningful voice to students, staff and the school community (being reviewed to optimize service and support)
- Implement an equity assessment tool for all policy and procedure review (in progress)
- Develop a more effective strategy to communicate policy and procedure revisions and expected outcomes regarding student achievement, well-being and equity (2018-2019 school year) (in progress)

How will we know we are successful?

- Students will have equitable access to learning opportunities and outcomes.
- The TDSB will have more effective processes, outlined clearly in Board policy and procedure, to meet its commitments to students, staff and the community regarding human rights, accessibility, equity, inclusion, anti-oppression and anti-racism.

Deep Learning: Global Competencies

What is our goal?

- To help students build knowledge and skills by:
- Investigating the world beyond their immediate environment
- Recognizing their own and others' perspectives
- Communicating their ideas effectively with diverse audiences
- Translating their ideas into appropriate action to improve conditions

How will we achieve it?

- Increase awareness and understanding of Global Competency-based learning
- Continue to enhance staff knowledge, learning and leadership through educator networks including Digital Lead Learners (DLL), Digital Lead Administrators (DLA), Hybrid Teacher and Learning Coaches, and Exploration Classroom teachers (September to June)
- Model and reinforce healthy and acceptable use of technology in and out of the classroom (ongoing)
- Explore additional experiential learning opportunities (Co-operative Education) to ensure global competencies are incorporated into placement options
- Identify and support through professional learning a network of Deep Learning Lab schools to understand, identify and create the learning conditions required for the integration of Global Competencies into instructional practice (November to June)

How will we know we are successful?

- All students will be deeply engaged in learning opportunities, supported by technology, leading to improved achievement in literacy and strengthened global competencies (critical thinking, creativity, collaboration, communications, and citizenship).
- Student and staff engagement will increase because their voice, experience, identity and expertise will be reflected in decision making.
- Progress will be measurable through Student Achievement Data, Student Census Data, School Climate Data, Staff Surveys, focus groups and professional learning feedback.

Deep Learning: Mathematics

What is our goal?

To build teacher and leader capacity in mathematics through the School Improvement Process.
To use research-informed instructional and assessment practices to help all students develop strong math skills.

How will we achieve it?

- Support school leaders to build their capacity in mathematics content knowledge and identify effective mathematics classroom practices (ongoing)
- Support our newly established Itinerant Student Success Transitions Counsellors to work with classroom teachers to support students in Grades 6 to 8 to close math gaps (ongoing)
- Develop resources to update the TDSB mathematics webpage for parents and staff (Ongoing)
- Continue to promote and subsidize a Mathematics Additional Qualifications (AQ) Course and encourage the participation of school teams (Fall/Winter 2019)
- Build teacher capacity and address student needs through a range of Professional Learning offerings in each Learning Centre that focus on mathematics content and instructional practices (ongoing)
- Review existing mathematics assessment tools and provide professional learning on their effective use (September to June)

How will we know we are successful?

- All students will experience deep learning opportunities, supported by technology, leading to improved achievement.
- 2018-19 EQAO Assessments will indicate an improvement in Mathematics (Grade 3, 6, and 9 Applied and Academic).
- Teacher and Principal/Vice-Principal participant rates will increase in AQ courses.
- Increased use of internal webpage by educators and external webpage by parents.
- Student Achievement Data including report cards and EQAO, classroom observations, Superintendent of Education school visits, web analysis, surveys (AQ courses), focus groups, professional learning feedback.

Deep Learning: Literacy

What is our goal?

To support every student to develop strong literacy, critical thinking, problem solving, communication, collaboration, leadership and invention skills that will help them contribute as citizens.

How will we achieve it?

- Engage our staff in professional learning through a variety of models including collaborative inquiry. We will focus on effective assessment and instructional practice supporting enhanced pathways. Topics to include (September to June):
 - Work with K-12 Coaches to embed Balance Literacy Strategies in Classroom Practices (ongoing)
 - Supporting literacy development through transdisciplinary/cross curricular approaches (ongoing)
 - Deepening their awareness of the principles of anti-racism and culturally relevant pedagogy (ongoing)
- Provide professional learning opportunities aligned with our School Improvement Process that include collaborative dialogue, and opportunities for inquiry and reflection so that educators can improve their knowledge and skills and strengthen classroom instructional practices through:
 - o Online Google communities (ongoing)
 - o Exploration classrooms (ongoing)
 - o Closing gaps in literacy (ongoing)
- Support our newly established Itinerant Student Success Transitions Counsellors to work with classroom teachers to support students in Grades 6 to 8 to close literacy gaps (ongoing)

How will we know we are successful?

- All students will be deeply engaged in learning opportunities, supported by technology, leading to improved achievement in literacy and they will strengthen their global competencies (critical thinking, creativity, collaboration, communications, and citizenship).
- 2018-19 EQAO Assessments will indicate an improvement in Literacy (Grade 3 and 6 Reading, Writing, and Grade 10 OSSLT).
- Teacher participant rates will increase in AQ courses.
- Increased use of internal webpage by educators and external webpage by parents.
- Student Achievement Data including report cards and EQAO, classroom observations, Superintendent of Education school visits, web analysis, surveys (AQ courses), focus groups, professional learning feedback.

Early Years – Literacy & Numeracy

What is our goal?

All students in Grade 1, regardless of their social identity, will be able to read with confidence, fluency, understanding and enjoyment.

All students in Grade 2 will have the required foundational skills and concepts in mathematics through an engaging classroom program.

Develop confidence and functional literacy skills among the small number of students with intensive special education needs and for whom the goal of reading by the end of grade 1 is not applicable.

How will we achieve it?

- Create a strategy to support expansion and/or viability of Extended Day Programs (EDP) (ongoing)
- Provide training for 50% of DECEs on mandatory PA Days focused on early years pedagogy aligned with equity, early literacy, numeracy and well-being
- Increase the number of schools (annually) that access a literacy intervention to help more students become literate (ongoing - Year 1 completed)
- Strategically allocate Early Reading Coaches and other interventions to support those schools with students in greatest need of additional literacy development and work with educators in each school to monitor progress (Year 1 completed)
- Integrate equity into all aspects of professional learning (ongoing)
- Study the factors which contribute to accelerated learning in math/literacy (June 2021)
- Develop a comprehensive, innovative and equitable strategy for offering Additional Qualification Courses in TDSB aligned with the priorities in the MYSP e.g., Reading Part 1 Additional Qualifications course to primary teachers (K-2) (January 2021)

How will we know we are successful?

- Report card data and classroom assessments will demonstrate improved fluency and comprehension and a decrease in gaps of literacy and numeracy.
- Evidence of fewer gaps in student literacy in K-3 as measured by report card and EQAO data.
- Evidence of impact of Early Reading Coaches on teacher practice and student learning.
- Gaps in achievement and well-being will decrease while the expectations remain high for all students because we are providing access to the programs, resources and opportunities that all students require.
- Research tools will demonstrate the implementation of strategies learned in the professional learning into classroom practice.

Inclusion/Special Education

What is our goal?

Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served effectively within their community school. To continue to provide intensive support programs for students with more specialized learning needs.

How will we achieve it?

- Build capacity of educators to support students with special needs in the most inclusive learning environment and to create and use effective Individual Education Plans (September to June)
- Focus professional learning for educators on building understanding and skills to work with students with ASD using ABA principles (October to June)
- Build capacity of Inclusion Coaches in each Learning Centre to increase teacher capacity so instruction is responsive and personalized to the strengths and needs of all students (ongoing)
- Identify learning needs of classroom teachers so effective and engaging professional learning opportunities can be designed and delivered through a variety of models that include: informal study groups, collaborative professional development sessions, online and multimedia format, exploration classrooms, and school-based Professional Learning Communities (ongoing)
- Support students to develop advocacy skills to know their strengths and needs and understand strategies that support their learning
- Support and leverage evidence-based practices through the support of learning networks of educators (N4L) engaged in collaborative learning focused on increasing capacity to support inclusive classrooms (October to June)

How will we know we are successful?

- The achievement and well-being gap will decrease for our students with special needs while expectations remain high for all students because we are providing access to the programs, resources, and learning opportunities that all students require.
- A decrease in the number of students in Intensive Support Programs in Grades 4 to 8 where appropriate.
- Schools are better supported in their efforts to create inclusive learning environments monitored through school visits by Superintendents of Education as well as school-based student learning data.
- Participation in network learning (N4L) is increased and teachers feel more confident in supporting the needs of all students effectively in the classroom.
- Progress will be measured through student achievement data, student and parent surveys, Student Census data, focus groups, participation rates, educator surveys, Superintendent of Education school visits, professional learning feedback.

Inclusion/Special Education

What is our goal?

To strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.

How will we achieve it?

- Support Principals and teachers to engage parents collaboratively and effectively in the Identification, Placement, and Review Committee (IPRC) process and development of Individual Education Plans (IEP) (ongoing)
- Review the effectiveness of the Special Education Program Recommendation Committee (SEPRC) (Winter 2019)
- Building capacity of school-based Special Education support roles, school teams and system staff in order to support students and parents effectively (ongoing)
- Enhance our online resources for parents to improve our effectiveness and invite feedback (ongoing)

How will we know we are successful?

- The achievement and well-being gap will decrease for students with special needs while expectations remain high for all students because we are providing access to the programs, resources and learning opportunities that students require.
- Parents feel supported and report a higher level of collaborative engagement.
- IEPs are written collaboratively with classroom teacher, Special Education staff, and parents to better address the necessary supports to address student strengths and needs.
- Educator participation rates in network learning is increased and this learning is shared across the system.
- Progress will be measured through school Climate Surveys, teacher surveys, program reviews, focus groups, Student Achievement Data, Student Census Data and parent surveys.

Inclusion/Special Education

What is our goal?

To increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing, and Health/Medical)

How will we achieve it?

- Review data to better understand the post-secondary pathways of students with special education needs (ongoing)
- Complete an inventory of employers, within our own system and beyond, identifying those that can accommodate students with various disabilities (e.g., intellectual, blind/low vision, deaf/hard of hearing, physical disability), and those that are located at an accessible site (ongoing)
- Support school leaders and liaise with community partners to explore creative ways of increasing the number of students served through the Special Education Experiential Learning Program and continue to seek out opportunities for additional partnerships with business and various levels of government (ongoing)
- Continue to provide staffing and collaborate with partners in Project SEARCH to support our school to work transition initiative (ongoing)
- Work with support staff to better support students with Developmental Disabilities in experiential learning settings (ongoing)
- Leverage the Continuous Intake Co-op (CIC) Program and investigate additional co-op opportunities for students with Intellectual Disabilities (ongoing)

How will we know we are successful?

- More students with Special Education needs are employed upon completion of secondary school.
- Co-op program options are increased for Students with Special Education needs.

Suspensions, Expulsions and Restorative Practices

What is our goal?

Despite the significant reduction in staffing, continue the downward trend in To reduce the number of suspensions and expulsions in the Board while maintaining safe, positive and welcoming schools; this will be done by challenging inequitable structures and continuing to use restorative practices in the resolution of student discipline matters. Additionally, we will reduce the disproportionate number of suspensions given to students from specific demographic groups, specifically Black, Indigenous and other groups of students overrepresented in the data.

How will we achieve it?

- Review a detailed breakdown of suspension and expulsion data from 2017-2019 to identify trends, patterns and opportunities for improvement (August 2019)
- Support the Caring and Safe School (CSS) team to examine bias, power and privilege as they relate to the student discipline process (September 2017-ongoing)
- Support Superintendents and school administrators in the application of human rights, anti-racism and anti-oppression principles in student discipline (ongoing)
- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression (September 2019)
- Provide learning opportunities for more staff to be trained in restorative practices (August 2019 to June 2020)
- Review data (including survey, qualitative responses) on suspension/expulsion rates and experiences of Black students to develop alternative to suspension programs (with an intentional focus on Black males) (ongoing)
- Engage in discussion with school administrators and staff using key data sets such as school climate, to link to school improvement goals in equity and well-being, as a means of measuring progress in improving positive behaviour and reduction in suspensions of all students, especially Black, Indigenous and other groups of students overrepresented in the data (ongoing)

How will we know we are successful?

- Engagement in restorative practices will increase.
- Students report that they are safe in school while suspension and expulsion rates are reduced.
- A reduction in the number of suspension and expulsions, especially for students from specific demographic groups (Black, Indigenous and other groups of students overrepresented in the data).

Grade 9 & 10 Academic

What is our goal?

To work over the course of three years to support the majority of our students to study at the academic level for Grades 9 and 10.

How will we achieve it?

- Provide professional learning to Guidance Counsellors and Student Success Teachers in the elementary and secondary levels to support effective transitions for all students in the most appropriate course pathway (September to June)
- Develop the Academic Math Strategy to include a plan for professional learning for teachers, supports for parents and students to access outside the classroom, and opportunities for cross-panel collaboration in Grades 7 – 10 (ongoing)
- Collaborate with system teams (Guidance, Special Education, Early Years, Continuing Education) to support successful transitions for all students and direct supports where they are most needed (ongoing)
- Collaborate with Ontario Secondary School Teachers' Federation in order to support successful academic programming for the majority of Grade 9 and 10 students (ongoing)
- Use evidence-based interventions when students in Grades 4 to 8 are multiple years below grade level, which would inhibit their success in academic programming in secondary school (ongoing)
- Develop effective strategies for monitoring at all levels (January 2021)
- Support teachers in Grades 7 through 10 to improve transitions for our students (September to December 2019)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources, and learning opportunities that all students require.
- Student, staff, parent and community engagement will increase because their voice, experience, identity, expertise will be reflected in decision making.
- Students will be successful in their academic program.
- Progress will be monitored through interviews, focus groups, Superintendent school visits, School Climate Surveys, Student Census Data, Staff Surveys, report card data, Student Achievement Data.
- Student data will indicate that most students are successfully completing credits at the Academic level in Mathematics in Grade 9 (2018-19) and Grade 10 (2019-2020) and all subjects in Grades 9 and 10 (2020-2021).

Indigenous Education: Leadership Development

What is our goal?

- To build leadership capacity among Indigenous and Non-Indigenous leaders in centering Indigenous knowledges and challenging anti-Indigenous discrimination in schools and the Board
- To enhance representation of First Nations, Métis, and Inuit peoples in positions of formal leadership

How will we achieve it?

- Provide mandatory training on The Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples to all formal leaders
- Integrate professional learning about anti-Indigenous racism, trauma informed approaches and cultural safety into all leadership development opportunities
- Initiate and lead Indigenous Education Administrator Collaborative Inquiry to support the enhancement of Indigenous Education in schools, as well as provide support to inform School Improvement Plans
- Centrally Assigned Principal, Vice Principal and Instructional Leaders to support school leaders in School Improvement Planning in order to create Indigenous Education foci
- Continue and build upon the Indigenous Aspiring Leadership Network for First Nations, Métis and Inuit staff

How will we know we are successful?

- Enhanced awareness of colonial contexts, Truth and Reconciliation, and of ongoing anti-Indigenous racism among all formal leadership
- Increased confidence among non-Indigenous formal leaders in developing relationships with Indigenous communities and pursuing Indigenous Education efforts in schools
- Monitor School Improvement Plan development in schools to inform next steps for leadership development across the system
- Enhanced First Nations, Métis and Inuit student well-being and learning in identified schools where Principals and Vice Principals are supported by coaching and professional learning efforts in Indigenous Education
- Increased numbers of First Nations, Métis and Inuit self-identified staff pursuing and successfully attaining formal leadership positions in all areas

Indigenous Education: Pathways and Transitions

What is our goal?

- To improve access to enhanced academic pathways in secondary schools and increase access to multiple post-secondary options for all First Nations, Métis and Inuit students

How will we achieve it?

- Develop and implement focused professional learning inquiries for Principals, Vice Principals and teachers on creating conditions in Grade 7-10 classrooms for enhancing Indigenous student well-being and achievement
- Create and provide ongoing access for First Nations, Métis and Inuit students to Indigenous Student Leadership Groups
- Develop structures in collaboration with the Urban Indigenous Community Advisory Committee and the Council of Elders for peer and community mentorship programs
- Continue and build upon the Indigenous Aspiring Leadership Network for First Nations, Métis and Inuit staff

How will we know we are successful?

- Increased numbers of First Nations, Métis and Inuit students in Academic programming in secondary contexts
- Increased numbers of First Nations, Métis and Inuit students pursuing diverse post-secondary pathways
- Enhanced experiences of First Nations, Métis and Inuit students and families during transitions processes (toward secondary and post-secondary decision-making)

Indigenous Education: Special Education

What is our goal?

- To support culturally safe learning environments that support Indigenous students' physical, emotional, spiritual and mental well-being effectively within their school community
- To reduce the over-representation of First Nations, Métis and Inuit students in Special Education programs

How will we achieve it?

- Continue and enhance system wide referral process through the Urban Indigenous Education Centre
- Create communication processes to ensure an Indigenous advocate (e.g., UIEC Student Success Team member) is present at all IPRC meetings that involve First Nations, Métis and Inuit students and families
- Create supports for non-Indigenous special education staff to work with Indigenous wholistic approaches
- Continue to build and enhance professional learning for all staff on trauma informed practices and cultural safety from Indigenous perspectives
- Provide professional learning on anti-Indigenous racism to all central special education staff
- Work with the Urban Indigenous Education Centre and the Urban Indigenous Community Advisory Committee to identify barriers and develop strategies to remove systemic processes that impede First Nations, Métis and Inuit well-being and learning
- Continue and build upon the Indigenous Aspiring Leadership Network for First Nations, Métis and Inuit staff

How will we know we are successful?

- Increased numbers of First Nations, Métis and Inuit students moving into Academic programming and decreased representation of First Nations, Métis and Inuit students in special education programs
- Improved engagement, attendance and achievement in literacy and mathematics
- Use of student sharing circles for First Nations, Métis and Inuit students currently receiving special education support to inform programming

Indigenous Education: Suspension and Expulsions

What is our goal?

- To reduce overrepresentation of First Nations, Métis and Inuit students being suspended and expelled across the system

How will we achieve it?

- Provide professional learning for Safe Schools Centrally Assigned Principals and Advisors on Indigenous Education contexts, anti-Indigenous racism, and Indigenous approaches to restorative practices and student engagement
- Provide professional learning for school leaders on Indigenous Education contexts, anti-Indigenous racism, and Indigenous approaches to restorative practices and student engagement with a focus on ethical decision making
- With the support of families and community partners, support Principals and Vice Principals in developing whole-school Indigenous approaches to restorative practices
- Continue and build upon the Indigenous Aspiring Leadership Network for First Nations, Métis and Inuit staff

How will we know we are successful?

- Decreased representation of First Nations, Métis and Inuit students in suspension and expulsion data
- Enhancement of school climate focused on increasing well-being of Indigenous and non-Indigenous students through use of Indigenous approaches to restorative practices
- Increased engagement with Indigenous families and community partners

Indigenous Education: Early Years

What is our goal?

- To ensure that students have access to Indigenous cultures, languages and community upon entering Full Day kindergarten
- To increase academic achievement in literacy and numeracy for Indigenous students

How will we achieve it?

- Work with community partners to create an Indigenous focused pre-Kindergarten program for First Nations, Métis and Inuit students and families
- Support mobilization of Indigenous community members and Indigenous early years educators with expertise in Indigenous approaches to early years education to create and implement professional learning for all early years educators
- Work with the Urban Indigenous Community Advisory Committee to develop and share strategies to support First Nations, Métis and Inuit families in formal schooling entry processes
- Provide culturally relevant resources and access to the Council of Elders, Knowledge Keepers and Indigenous language speakers
- Create early years curriculum writing opportunities that centre Indigenous perspectives
- Provide all early years practitioners (school-based teams – DECEs, Kindergarten teachers, administrators) with professional learning on how to engage with and support Indigenous students and their families/caregivers with reference to an anti-Indigenous racism framework
- Continue and build upon the Indigenous Aspiring Leadership Network for First Nations, Métis and Inuit staff

How will we know we are successful?

- Families will have enhanced experiences of registration in schools and entering FDK
- Trends in achievement and engagement will show a positive trajectory among children who participated in pre-Kindergarten programs and experience Indigenous focused programming in FDK
- Enhanced student achievement (in both literacy and numeracy) and well-being among Indigenous students in the early years

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-being – Leadership Development

What is our goal?

To integrate professional learning about anti-racism and anti-Black racism into school improvement processes and all leadership development opportunities.

How will we achieve it?

- Provide mandatory training for all Principals/Vice-Principals in anti-oppression and anti-Black racism connected to school improvement (June 2019, Part 1 - Completed)
- Create and implement a mobilization strategy to deepen the facilitation skills of leaders at all levels to facilitate learning in equity, anti-racism and anti-oppression (October - June 2019)
- Provide employees various tools and resources to understand and respond effectively to various forms of discrimination e.g., anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities, and monitor the use of the tools and learning in their daily work (Partially Completed, June 2019)
- Collaborate with 40 principals to provide job-embedded professional learning in equity, anti-racism and anti-oppression for a school staff connected to the school improvement process by the end of June 2020 and monitor impact
- Develop a plan to provide professional learning to all managers/supervisors involved in hiring processes to ensure that competency in equity and human rights is embedded in hiring practices across the system and that barriers to fair hiring are eliminated (June 2020)
- Support Superintendents to monitor the implementation of equity goals and the achievement of Black students and other vulnerable groups of learners (ongoing)
- Offer at least one Additional Qualification (AQ Courses) addressing issues of equity and critical pedagogy in each Learning Centre by the end of June 2020 and monitor impact

How will we know we are successful?

- All Principals/Vice-Principals will have raised consciousness of anti-racism and, more specifically, anti-Black racism.
- Monitor the focus of equity goals in schools for next steps in staff learning about anti-Black racism, human rights and anti-oppression.
- The achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources and learning opportunities that all students require.
- The engagement of Black students will increase because we are honouring voice, experience, identity and expertise, and we are willing to adjust our directions and plans because of this engagement.

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-Being – Pathways & Transitions

What is our goal?

To improve academic and well-being outcomes of Black students through increasing participation in academic programming and increase graduation rates of Black students

Initiate a professional learning and student engagement focus on five secondary schools and their elementary feeder schools serving high populations of Black students

How will we achieve it?

- Implement and learn from a pilot program supported by the Anti-Racism Directorate to improve outcomes for Black students (pilot concluded August 2019)
- Create and implement a plan to provide ongoing sustained job-embedded learning for relevant staff (including principals, vice-principals, teachers, support staff, coaches, guidance, Student Success teacher, Community Support Workers) to understand anti-Black racism, anti-oppression and its implications on all aspects of teaching and learning as described in Inclusive Design and other anti-racism frameworks (2018 and ongoing)
- Identify, learn from and share evidenced-based practices that have been successful in improving the outcomes of Black students and highlight, on an ongoing basis, excellence among Black students in TDSB. Undertake this work with other research-based educational organizations (January 2019 and ongoing)
- Develop a strategy to expand parent engagement and knowledge of important decisions impacting their child's education such as how to access a range of educational programs e.g., academic pathways, post-secondary options and specialized programs (Fall to March 2019)

How will we know we are successful?

- Evidence of increased numbers, through multi-year tracking, of Black students moving into Academic programming.
- The engagement of Black students will increase because we are honouring voice, experience, identity. School and system practices evolve to be more responsive to the needs of Black students.
- Increased numbers of Black students moving into a variety of post-secondary pathways (including college, universities, apprenticeships).
- Retention of Black newcomer and refugee families in Toronto and parent and student feedback that indicates a sense of belonging, fulfillment and confidence in schools.
- Monitor timetable adjustments mid-year for student and parent informed consent
- Progress will be measured through Student Achievement Data, Student Census Data, School Climate Surveys, student focus groups.

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-Being – Special Education

What is our goal?

To create professional learning models that support inclusion and reduce the over-representation of Black students in Special Education programs (specifically Home School Program, Intensive Support Programs and other congregated programs).

How will we achieve it?

- Identify schools where models of inclusion have successfully changed the opportunities and access of Black students to engage in programs in which high expectations for learning contribute to improved well-being. Create opportunities for those schools to coach, document and share the implementation of their models with other schools (Ongoing)
- Invest in building the capacity of educators to successfully implement inclusion with groups of Black students by
 - deepening their awareness of the principles of anti-racism and culturally relevant pedagogy and with regards to current research in relationship to their practice
 - improving staffs' abilities to use instructional approaches such as Inclusive Design to meet the diverse needs of a range of students (ongoing)
- Create professional learning for Professional Support Services and Special Education staff to reflect how their practice is aligned with the principles of anti-Black racism, and other current research (e.g., Critical Disability studies) and that impacts Black students in Special Education programs (ongoing)
- Staff identified the over-representation of Black boys in Special Education Kindergarten programs and are focused on working collaboratively, across departments, to disrupt the practices that have created systemic barriers (ongoing)

How will we know we are successful?

- Evidence of increased numbers, through multi-year tracking, of Black students moving into Academic programming.
- Student learning will be transformed. Students will improve in literacy and math and they will strengthen their global competencies.
- Progress will be measured through Student Achievement Data, Student Census Data, School Climate Surveys, student focus groups.

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-Being – Early Years

What is our goal?

To improve the overall experience of Black students in the Early Years specifically focusing on entry experiences and academic achievement in literacy and numeracy.

How will we achieve it?

- Support the mobilization of Early Years educators who have the expertise to provide ongoing professional development to schools on how to engage Black families and enhance the academic achievement of Black students (ongoing)
- Review and revise Early Years documents to ensure that they highlight and address a focus on Black students' well-being, achievement as indicated by current research and best practices for Black students (ongoing)

How will we know we are successful?

- All Early Years practitioners (school-based teams – DECE, K teacher, Administrator) will have professional learning on how to engage with and support Black students and their families/caregivers with reference to an anti-Black racism framework.
- Trends in achievement and engagement will show a positive trajectory among children who participated in pre-Kindergarten programs.
- Evidence of greater engagement demonstrated in the Parent Census.
- Progress will be measured through Student Achievement Data, Student Census Data, School Climate Surveys, student focus groups.

Create a Culture for Student and Staff Well-Being

Student Well-Being and Mental Health

What is our goal?

- To improve mental health and well-being for all students by ensuring that students experience a sense of belonging at school and that they are engaged in their learning.
- To connect every student to at least one caring adult at their school.

How will we achieve it?

- Develop a school improvement goal in well-being that accurately reflects area(s) of need in school-level data (e.g., Student and Parent Census, School Climate Surveys, Attendance & Absenteeism, Demographic and well-being) and reflects an awareness of how personal bias impacts our interpretations of those data (ongoing - Year 2 completed)
- Support leaders in evaluating curriculum resources and co-curricular programs focused on improving well-being based on criteria such as: developmental and cultural relevance, principles of equity and human rights, student interest and evidence of impact (January 2021)
- Develop informal school-based tools to measure the effectiveness of school improvement strategies on improving student well-being (June 2019 - January 2021)
- Integrate the strategies for improving student well-being and mental health in all professional learning opportunities (ongoing)
- Create a monograph with effective practices in forming and sustaining meaningful and culturally responsive Caring Adult or Caring Relationships programs in schools (June 2020)
- Partner with students, families and others (e.g., School Mental Health Assist, Ministry of Education, and Toronto Public Health) in the development and implementation of well-being actions to enhance student resilience, coping and help-seeking skills (Fall 2018)
- Provide training on suicide prevention to various employee groups (ongoing - Year 1 Completed)
- Collaborate with the Ministry of Education and Toronto Public Health on strategies to address substance abuse and addictions (i.e., cannabis, opioids) (It is a school-based action working with TPH)
- Liaise with the City of Toronto and partner agencies on activities and initiatives to advance the Active Transportation Strategy in school communities across the city (ongoing)
- Implement the Board Decision - Free Menstrual Products to all schools (Fall 2019 - June 2020)

How will we know we are successful?

- Gaps in achievement and well-being will decrease while expectations remain high for all students.
- Student engagement will increase as the voice, experience, identity and expertise of students are used to inform decision making.
- Progress will be reflected in student achievement data, school climate surveys and student focus groups

Create a Culture for Student and Staff Well-Being

Staff Well-Being

What is our goal?

To build collaborative workplaces that promote and support the overall well-being of our staff.

How will we achieve it?

- Analyze the data from the Staff Census and Well-Being survey that was conducted last school year
- Meet with employee representative groups to review information/findings (November to December 2019)
- Form a steering committee/working group including various TDSB departments and employee representative groups to work on a Staff Well-Being Action Plan (January 2020 to February 2020)
- Share information, findings and next steps with all employees (March 2020)
- Begin implementation of the Staff Well-Being Action Plan (May 2020)
- Develop informal school-based tools to measure the impact of shared leadership and enhanced learning cultures (i.e., high expectations, trust and improved shared practice) on staff (Spring 2020)

How will we know we are successful?

- Development of a Staff Well-Being Action Plan which schools and departments will use to guide their local work around staff well-being.
- As part of the next Staff Census and Well-Being Survey, feedback on specific areas of focus from the Staff Well-Being Action Plan can be sought and comparative measures will show an increase in staff well-being data.
- Staff engagement will increase as the voice, experience, identity and expertise of staff are used to inform decision-making.

Create a Culture for Student and Staff Well-Being

Physical Well-Being

What is our goal?

To increase the number of students who develop habits associated with active living that improve physical, cognitive and mental health and well-being.

How will we achieve it?

- Provide and promote resources that schools can use to promote daily physical activity (Winter 2018 - January 2021)
- Promote and implement a plan for Active, Safe and Sustainable Transportation programs in a greater number of schools (ongoing), including:
 - Promotion of Board-wide Walk to School days
 - Support school biking initiatives through actions such as installation of bike racks
 - Work with stakeholders to develop a protocol for responding to student accidents
 - Develop a multi-year plan to improve outdoor learning and a variety of play environments in school (ongoing), which may include:
 - Conducting a condition assessment for all play areas and develop a multi-year plan for rejuvenation
 - Establishing standards for outdoor play, including equipment, shade requirements and access to year-round play spaces
 - Annually planting large caliper trees on school property
 - Collaborating with schools to address key factors for improving outdoor play including supervision practices to support creative play, and environmental improvements to enhance the play landscape
- Develop partnerships with community organizations that offer evidence-informed and culturally-responsive programming that supports both physical and mental health and well-being (ongoing - June 2021)

How will we know we are successful?

- The use of resources provided to schools will increase.
- Gaps in achievement and well-being will decrease while the expectations remain high for all students because we are providing access to the programs, resources and opportunities that all students require.
- The number of schools engaged with community partnerships in this area will increase.
- Ongoing monitoring of the key indicators related to well-being in the Student Census data and informal school surveys.

Student Voice

What is our goal?

To increase the influence of students' individual and collective insights on decision-making, particularly as it relates to improving engagement, academic achievement, equity, well-being and school climate.

How will we achieve it?

- Launch an integrated reporting and feedback mobile app to enhance communication with students and responsiveness to the issues they raise (TBD - June 2020)
- Develop approaches to authentically engage and learn from a variety of students at different stages of school improvement planning in every school (Year 1 complete – ongoing to June 2021)
- Develop and promote a Student Concern Procedure (June 2019 - June 2021)
- Develop the capacity of Learning Centre and school-based staff to provide guidance and engage student voice in productive ways, to self-advocate for action on behalf of themselves and groups of students (ongoing)
- Engage the Student Senate and other groups in providing insights connected to the priorities in the MYSP (ongoing)

How will we know we are successful?

- Monitor and evaluate student usage of the mobile app (e.g., number of reports, nature of concerns, outcome or resolution).
- Gaps in achievement and well-being will decrease while expectations remain high for all students because we are providing access to the programs, resources and opportunities that all students require.
- Superintendents will provide descriptive feedback on the implementation of strategies in each school's improvement plan and communicate trends at the centre to inform future planning.
- Feedback from student focus groups, school climate surveys, student census results.
- Increased student engagement because we are honouring voice, experience, identity and expertise, and we are willing to adjust our directions and plans because of this engagement.

Long-Term Program and Accommodation Strategy (LTPAS)

What is our goal?

To reflect our commitment to human rights, equity, accessibility and inclusion in the accommodation drivers of the Long-Term Program and Accommodation Strategy (LTPAS).

How will we achieve it?

Actions completed.

How will we know we are successful?

- Increased engagement of students, staff, parents, and communities as their voice, experience, identity, and expertise are reflected in decision making.
- All secondary schools and programs will provide multiple pathways and many course options.
- There will be an increase of underserved students in all specialized programs.
- Progress will be reflected in Student Achievement Data, Student Census Data, School Climate data, staff surveys and staff focus groups.

Provide Equity of Access to Learning Opportunities for All Students

Policy and Procedures Related to Access

What is our goal?

To enhance students' access to learning opportunities by reviewing applicable policies, procedures and practices.

How will we achieve it?

- Review the current Optional Attendance Policy (PO13) and accompanying procedure (PR545) and make appropriate changes (in progress)
- Implement the Board-approved changes to the FSL programs on suggested timelines
- Ensure that transportation of students is equitable and does not create a barrier to entry to any academic programs for students, including underserved student populations. Transportation services will be reviewed to ensure maximum efficiency and use of resources (in progress)

How will we know we are successful?

- The engagement of students, staff, parents, and communities will increase because their voice, experience, identity, and expertise are reflected in decision making.
- All secondary schools and programs will provide multiple pathways and many course options.
- There will be an increase of underserved students in all specialized programs.
- Progress will be reflected in Student Achievement Data, Student Census Data, School Climate Data, staff surveys and staff focus groups.

Secondary Program

What is our goal?

To provide all pathways and a wide variety of programs in the majority of our secondary schools based on insight gained from our students.

How will we achieve it?

- Use student voice from available data and past student consultations to guide and review our program offerings in secondary schools (2018 – 2019) (in progress)
- Consider different student-identified delivery models (i.e., campus models, virtual high school, experiential learning, co-op programming) (2018 – 2019) (in progress)

How will we know we are successful?

- Increased engagement of students, staff, parents, and communities because their voice, experience, identity, and expertise are reflected in decision making.
- All secondary schools and programs will provide multiple pathways and many course options.
- An increase of underserved students in all specialized programs.
- Progress will be reflected in Student Achievement Data, Student Census Data, School Climate Data, staff surveys and staff focus groups.

Accessibility

What is our goal?

To improve access to TDSB education services by removing physical and attitudinal barriers that prevent staff and students with disabilities from accessing TDSB education services.

How will we achieve it?

- Develop a new set of accessibility principles and standards that are aligned with the Board's Equity Policy and Ontario Human Rights Commission (OHRC) disability rights objectives (e.g. OHRC policy for Accessible Education for Students with Disabilities) (December 2019)
- Continue to progress towards compliance with the standards as outlined in the "Access for Ontarians with Disabilities Act" with an emphasis on building the capacity of staff within the Board to better understand and undertake their work in an inclusive manner
- Create a five-year Multi-Year Accessibility Plan (MYAP) 2018-2022 (December 2019)
- Develop a set of accessibility principles and standards that are aligned with the Board's equity policy and the Ontario Human Rights Commission (OHRC) disability rights objectives (e.g. OHRC policy for Accessible Education for Students with Disabilities)
- Develop tools and resources for TDSB staff to support an accessible education system (ongoing)
- Evaluate effectiveness of current training strategies and update if necessary (October 2018)

How will we know we are successful?

- The completion of integrated standards, monitoring and communication strategy along with a Multi-Year Accessibility Plan, projected budget allocations and compliance training.

Provide Equity of Access to Learning Opportunities for All Students

Human Rights

What is our goal?

Identify and eliminate embedded systemic barriers and discriminatory institutional and instructional practices that negatively impact the achievement and well-being of students and staff and lead to inequitable outcomes.

How will we achieve it?

- Develop and implement a human rights organizational change strategy to infuse human rights principles into the work of the Board, in every school, and in every workplace including through professional learning, education and inclusive system design, monitoring and barrier review (ongoing)
- Integrate principles of human rights in the Leadership Capacity Plan (2018)
- Develop and implement a human rights accountability framework to clarify roles and responsibilities and integrate and mainstream accountability for human rights across the Board, including through policy, procedure, and performance management and evaluation (ongoing)
- Address and resolve disputes effectively and expediently when they arise through conflict resolution and mediation facilitated by the Human Rights Office (ongoing)
- Investigate human rights cases brought to the Human Rights Office in a timely and effective manner consistent with Board policies and procedures (ongoing)

How will we know we are successful?

- Reviewing the number of human rights complaints resolved through “early resolution” and investigations.
- Monitor the length of time needed to resolve human rights cases.
- Decreasing the number of human rights complaints because of our professional learning efforts.
- Student, staff and parent census data.

Employment Equity: Equitable Recruitment, Hiring, Promotion and Placement Processes Aligned with Principles of Human Rights

What is our goal?

Our employment and promotion policies, procedures and practices result in a TDSB workforce that, at all levels, reflects, understands and responds to our diverse population.

How will we achieve it?

- Review and enhance recruitment practices to enable the hiring of Indigenous staff as well as staff representative of diverse communities
- Staff in schools and work places will engage in learning to ensure safer and more welcoming environments for all
- Review all hiring and promotion processes so that our commitment to equity is embedded in all processes with an emphasis on hiring processes for “Positions of Responsibility”
- Review and refresh demographic questionnaires from point of application, to point of hire, to point of promotion
- Provide professional learning to those who hire staff in TDSB so that our learning processes are fair, equitable and inclusive

How will we know we are successful?

- Quantitative data of new hires and promotions.
- Become one of Canada’s “Best Diversity Employers.”
- Staff Census data.

Budget Resource Allocation

What is our goal?

To ensure that the Board's flexible funding is utilized to equitably support the needs of all students.

How will we achieve it?

- Identify, after discussion with the Board, where resources do not align with the Board's strategic direction in order to consult with stakeholders about adjustments to future budgets (starting February 2019, then annually thereafter)
- Finalize any adjustments that will be made to future budgets (annually)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students.

Learning Opportunities Index (LOI)

What is our goal?

To determine the effectiveness of resources allocated using the Learning Opportunities Index (LOI).

How will we achieve it?

- Review the LOI policy and procedure to ensure the tool is effective at helping the Board meet its strategic directions particularly supporting students in an equitable manner and ensuring that socio-economic status is not a barrier to achievement and well-being (June 2020)
- Review the uses of the LOI in allocation of resources across the Board (January 2020)
- Determine how the allocation of resources using an LOI is impacting student achievement and well-being (January 2020)
- Explore alternative methods of allocating resources (if required), remaining committed to our principles of equity (April 2020)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students.

School Budgets and Fundraising

What is our goal?

To ensure that school budget allocations and fundraising meet the needs of all students.

How will we achieve it?

- Review both school budgets and fundraising over a three year period to determine the correlation between funds available to schools and student achievement and well-being (October 2019)
- Analyze all factors that should be considered in the budget process including fundraising and make recommendations to the Board (April 2020)
- Consult with parents, principals, teachers and other relevant stakeholders for input on allocation parameters so that in June 2020 the Board can approve an updated school budget allocation model and potential change to the Fundraising Policy (May 2020)

How will we know we are successful?

- The achievement and well-being gap will decrease while expectations remain high for all students.
- The budget process is influenced by the results of this review and consultation.

Equitable Distribution of Facility Resources

What is our goal?

To address potential inequities by supporting schools in underserved neighbourhoods.

How will we achieve it?

- Develop criteria to identify schools in need of support (November to January 2019) (in progress)
- Identify funding sources (including reallocation) to support this additional work after Grants for Student Needs are announced (March 2019, 2020, 2021)
- Complete work in three phases: summer 2019, summer 2020 and summer 2021 (in progress)

How will we know we are successful?

- The difference in the controllable physical conditions at schools in different neighbourhoods will be minimized. Improved conditions for students will be seen at the schools that were identified as needing additional support.
- Staff and student census surveys will be used to measure improvement.

Staffing Allocation

What is our goal?

To ensure the equitable distribution of the Board's staff allocations in order to support the needs of all students.

To distribute the most appropriate human resources in an intentional way that serves all students with a focus on our most underserved students.

To be transparent in these processes.

How will we achieve it?

- Examine ways to increase the opportunity (where appropriate) for staffing to be allocated through the Learning Centres with a focus on increasing equitable staff allocations using common guiding criteria in preparation for the 2020-2021 school year (November 2019)
- Allocate resources intentionally and transparently with a focus on meeting the needs of those who are underserved while supporting quality public education for all
- Review system formulas used for staff allocations aligned with our commitments to equity (November 2019)
- Revise staffing resources in the 2020-2021 school staff allocation process in a manner that is strategic and equitable

How will we know we are successful?

- Staffing will be allocated to schools so the achievement and well-being gap will decrease while expectations remain high for all students because we are providing access to the programs, resources and learning opportunities that all students require.

Community Engagement

What is our goal?

To strengthen the processes by which all parents and caregivers have opportunities to contribute to the direction of the Board and their local school's improvement planning efforts. To strengthen engagement of all stakeholders as we determine and implement systemic and equitable change.

How will we achieve it?

- Develop a plan to review and update Board Policies related to Parent and Community Involvement to align with TDSB's Equity Policy (P037) (Fall 2020)
- Develop a strategic, meaningful and sustainable approach to community engagement through Community Advisory Committees (CACs) that is consistent with effective governance and the Board's MYSP (as outlined in the December 2017 Board Decision) (February 2019 - Fall 2020)
- Engage and empower parents in learning about different aspects of education through Parent Academies and other local initiatives so that they are able to advocate for their child (ongoing)
- Support ongoing capacity development of staff to enhance the engagement of underserved families at the school and Board levels (ongoing)
- Review and update the Parent Concern Protocol (PR505) to ensure responsive and effective processes for responding to concerns in alignment with the Learning Centre structure and develop a communication plan to create a broader awareness of the protocol and how it is used to address and resolve conflicts (TBD)
- Seek new opportunities to engage communities in Heritage Month Celebrations determined by the Board (ongoing)
- Enhance representation and functioning of school councils (ongoing)
- Build capacity in school and system leaders to facilitate effective community meetings especially when many diverse views are present (Fall 2020)

How will we know we are successful?

- Policy and protocol reviews completed by the stated timelines.
- Documented evidence of parental involvement in the school improvement process in the portal.
- Parent Census results will show improved engagement and confidence.
- Increased student, staff, parent and community engagement because voices, experience, identity and expertise are respected and system and school practices will be strengthened because of this engagement.

Internal Communications

What is our goal?

To broaden outreach and encourage two-way communication with internal (employee) audiences.
To promote the image of TDSB schools and staff within the community and chronicle the great things happening across the Board by profiling the innovative, creative, unique, interesting and trend-setting stories from our schools and across the system.

How will we achieve it?

- Use Qualtrics software to provide opportunities for more dynamic online exchange of parent and employee ideas and opinions that will supplement traditional forms of public consultation. (ongoing)

How will we know we are successful?

- Use ongoing feedback opportunities on TDSBweb.
- Conduct internal satisfaction survey (Winter 2019).
- Assess improvement in communicating broad Board policy changes through re-administered Research Department employee input/communications survey (Timing TBD).

Build Strong Relationships and Partnerships within School Communities

External Communications

What is our goal?

- To improve connectivity between Trustees and parents/guardians by leveraging the opportunities created with the change from School Connects to School Messenger.
- To improve and increase parent access to TDSB resources.
- To retrofit the TDSB Boardroom internet broadcast capabilities and create more dynamic use of Boardroom for webcasting.
- To broaden communications with public school taxpayers who do not have school or system connectivity through school children.

How will we achieve it?

- Enhance creative partnerships with community electronic media to carry guest columns, limited and low cost advertising and a focus on ethnic media both editorial and limited and low cost advertising (October 2018 and ongoing)
- Explore technologies in addition to email, to communicate with a variety of audiences and review software related to school-home communication. (Winter 2018)

How will we know we are successful?

- Conduct user satisfaction/awareness levels with TDSB Connects (parent version). This will allow us to closely assess parent satisfaction with TDSB Connects and collateral communication products, parent portal and TDSB Update and determine parent awareness levels of Trustees and the role of Trustees, etc. (March 2019).

Open Access to TDSB Data

What is our goal?

To improve the Board's openness and transparency with respect to public access to TDSB data through a new Open Data policy.

To ensure AODA compliance – digital, video and web-based communications products.

How will we achieve it?

- Continue employee training for departments that self-post to the website to ensure information is in an accessible format (ongoing)

How will we know we are successful?

- We have taken several steps to ensure compliance on the website (ahead of the prescribed legislation deadline), for Board videos and webinars (closed caption) and we are making software changes to place closed caption on archived Board meeting webcasts.
- We have until 2021 for full accessibility requirements for the website although we expect to be ahead of schedule.

Issues Management for School and System Leaders

What is our goal?

To create a culture and practice of good issues management among Superintendents and school administrators.

How will we achieve it?

- Encourage central departments and school administrators to involve Communications in initiatives and decision-making to proactively identify and address potential issues (ongoing)
- Support effective communication for all leaders in TDSB as well as the ability to communicate complex issues in community meetings and to facilitate difficult discussions with their staff, especially those discussions related to human rights.

How will we know we are successful?

- Reduction in issues reaching a heightened degree of stakeholder discourse or conflict.
- Perceptions and feedback from system and school leaders that early issue identification, risk assessment and issue response/recovery are having a positive impact.

Government Relations and City of Toronto Public Education Advocacy

What is our goal?

To create and leverage access points for the TDSB, through the Chair and the Board of Trustees to communicate Board views to the provincial government, MPPs and the City of Toronto on matters of interest or concern to public school students and parents.

How will we achieve it?

- Send TDSB Update to MPs, MPPs, Councillors, city agencies, boards and commissions and community and business stakeholder groups
- Engage Mayor/Chair meetings three times per year and dialogue regularly with Mayor's staff
- Support the participation of Trustees, Councillors and city-school board staff in the City-School Board Advisory Committee
- Arrange at least two meetings annually with the Minister of Education and maintain regular dialogue with the Minister's staff
- Consider hosting a working reception at Queen's Park for all Toronto-area MPPs, i.e. Progressive Conservative, NDP and Liberal Parties and TDSB Trustees. (Projected time - spring of 2019)
- Schedule regular meetings between Chair of the Board and Mayor and Minister of Education throughout the year
- Create opportunities to engage with Toronto MPPs through hosting event/reception/presentation on key issues for the Board

Chair and Mayor have regular meetings through the year. There appears to be greater opportunity for meetings with the new Minister of Education.

Focus for 2019 school years will be creating opportunities for Trustees to engage with Toronto MPPs through hosting event/reception/presentation on key issues for the Board

How will we know we are successful?

- Improved management of complex or contentious issues that may arise between TDSB and provincial and city governments.
- Proactive communications can lead to more informed responses from the TDSB, the city and the Ministry on issues and decisions.



Multi-Year Strategic Plan

Year One

Completed Actions

Year One Completed Actions

Leadership Development

- Capacity building of Centrally Assigned Staff will focus on skills needed to support professional learning (facilitation, coaching, monitoring, content knowledge, professional learning design, etc.).

Leadership Development in Equity and Anti-Oppression

- Provided mandatory training for Principals/Vice-Principals in anti-oppression and anti-Black racism connected to school improvement by June 30, 2019 through Learning Network Meetings in alignment with the Director's Response to the Enhancing Equity Task Force Report. (Part 1 Completed)

Service Excellence

- Established Service Improvement Teams (SIT).
- Provided training for appropriate staff of Service Excellence awareness training – All Staff (Fall 2018) for Continuous improvement training – SIT Leaders (Fall 2018) Auditor training – Service Excellence Audit Teams.
- Established goals/objectives for Unit improvement.
- Created improvement plan, undertake the initiatives, check results and adjust as necessary.
- Collected data, including concerns and recognition and share information with staff.
- Underwent certification process to validate results, and recognize teams on an ongoing basis. (First phase complete)

Deep Learning Mathematics

- Gathered information from a variety of sources (quantitative, qualitative and perceptual data) that identify strengths, concerns (which students are not achieving the expected outcomes and why), areas in need of improvement, and that enable student needs to inform professional learning.
- Formed working groups to gather input from a variety of stakeholders (students, parents, teachers, coaches, administrators) to co-develop a system math plan that supports our school improvement process and is aligned with our commitment to human rights, equity, inclusion and anti-oppression in mathematics.

Deep Learning Literacy

- Conducted assessment through Running Records Differentiating instruction and assessment.
- Understanding of assessment (EQAO).
- Updated TDSB website to include educator and parent resources to support literacy learning in the classroom and at home.

Year One Completed Actions

Early Years Literacy and Numeracy

- Piloted a program which provides specially trained Speech and Language Pathologists to work with both Kindergarten and Grade 1 students and educators to develop a range of oral language skills.
- Increased the number of schools (annually) that access a literacy intervention to help more students become literate.
- Strategically allocated Early Reading Coaches and other interventions to support those schools with students in greatest need of additional literacy development and work with educators in each school to monitor progress.

Inclusion/Special Education

- Researched and reviewed the effectiveness of our Intensive Support Programs and Home School Programs (Grades 4-8) focusing on student outcomes.
- Studied the recommendations in the Ontario Human Rights Commission Policy “Accessible Education for Students with Disabilities” in order to incorporate these recommendations into practice.

Grade 9 and 10 Academic

- Consulted with secondary Principals and school teams to study the best way to implement the Academic Strategy especially in Math.
- Gathered information from a variety of sources including research partners (quantitative, qualitative and perceptual data) to identify strengths, concerns (which students are not achieving the expected outcomes and why), areas of improvement, and effective practices in Grade 9 Academic programs to ensure classrooms are inclusive learning spaces for all students.
- Examined class size to better meet the needs of students.

Toward Excellence in the Education of Black Students: Transforming Achievement and Well-Being – Leadership Development

- Provided mandatory training for all Principals/Vice-Principals in anti-oppression and anti-Black racism connected to school improvement. (Part 1 Completed)
- Provided employees various tools and resources to understand and respond effectively to various forms of discrimination e.g., anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities, and monitor the use of the tools and learning in their daily work. (Partially Completed June 2019)

Toward Excellence in the Education of Black Students: Transforming Achievement and Well-Being – Early Years

- Expanded Africentric and Culturally Responsive Pre-Kindergarten programming based on a developed research framework.

Year One Completed Actions

Student Well-Being and Mental Health

- Developed a school improvement goal in well-being that accurately reflects area(s) of need in school-level data (e.g., Student and Parent Census, School Climate Surveys, Attendance & Absenteeism, Demographic and well-being) and reflects an awareness of how personal bias impacts our interpretations of those data. (Completed Year 2)
- Shared evidence-based strategies for improving well-being with schools through a central webpage.
- Strategically aligned all services, strengthen collaboration and build capacity among various staff supporting mental health and well-being by coordinating service for students at the Learning Centre level and providing joint professional learning.
- Provided training on suicide prevention to various employee groups. (Year 1 Completed)

Student Voice

- Developed approaches to authentically engage and learn from a variety of students at different stages of school improvement planning in every school (Year 1 Completed)

Long-Term Program and Accommodation Strategy (LTPAS)

- Engaged in a consultation process with internal stakeholders, Advisory Committees, Student Senate, Trustees and the public to develop revised drivers.
- Obtained approval for the revised drivers.
- Incorporated the revised drivers into the annual LTPAS process (2019-2020) impacting the strategy developed for 2020-2029.

Secondary Program

- Reviewed environmental scan of all secondary programs and identify gaps throughout the Board.

Budget Resource Allocation

- Identified and analyzed the elements of the Board's budget that use flexible funds to determine if funds are aligned to the Board's strategic directions.

Equitable Distribution of Facility Resources

- Reviewed the current distribution of work to determine trends, gaps and concerns in how we allocate facility renewal funds.
- Identified funding sources (including reallocation) to support this additional work after Grants for Student Needs are announced.

Year One Completed Actions

Staffing Allocation

- Assessed historical/unique allocation practices to determine those practices which may not be equitable so changes can be made in preparation for the 2020-2021 school year.

Community Engagement

- Established expectations for parental and student engagement in the school improvement process.

Internal Communications

- Ensured that all employees open their browser to the TDSBweb (intranet site for staff) when they login so that this daily connectivity will improve the Board's outreach and communications to teaching staff.
- Used Qualtrics software to provide opportunities for more dynamic online exchange of parent and employee ideas and opinions that will supplement traditional forms of public consultation.
- Explored internal social media software/platforms.
- Researched and wrote at least nine feature stories about TDSB schools, students and staff, accompanied by photography and video (where possible), to be featured on the Board's internal and external website, in e-newsletters and promoted via social media.

External Communications

- Connected parents/caregivers directly to their school Trustee.
- Consulted with representatives of PIAC to create new parent portal on TDSB public website.
- Completed the renovation of the Boardroom's 17 year old A/V system and webcast technology.
- Started phased-in rollout of digital school forms to improve efficiency, increase security and convenience for parents, and further our commitment to the environment with the decrease of paper-based forms.

Open Access to TDSB Data

Implemented the Board's Open Data policy by:

- o Creating a website for reporting on open data initiatives and updating new information available for public access Completed and website launched
- o Conducting business and operations department briefing on what open data is, identify sources of data for potential reporting and work with the Board's Freedom and Privacy of Information Office to ensure reporting of data is consistent with any data reporting restrictions.

Issues Management for School and System Leaders

- Provided issues management and media relations training for Principals and Vice-Principals.

Glossary

Aboriginal Peoples: The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: “In this Act, ‘Aboriginal peoples of Canada’ includes the Indian, Inuit, and Métis peoples of Canada”. These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their Indigenous ancestry.

Acceptance: An affirmation and recognition of people whose race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, abilities, or other, similar characteristics or attributes are different from one’s own. Acceptance goes beyond tolerance, in that it implies a positive and welcoming attitude.

Accessibility for Ontarians with Disabilities Act (AODA): Is a law passed by the Province of Ontario that allows the government to develop specific standards of accessibility. The goal of the Act is to have an accessible Ontario by 2025.

Accommodation: An adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code or other factors. (Refer to the Ontario Human Rights Commission’s Guidelines on Accessible Education and Policy and Guidelines on Disability and the Duty to Accommodate, at www.ohrc.on.ca.)

Age: How old a person is. Age discrimination involves treating persons in an unequal fashion due to age in a way that is contrary to human rights law.

Ancestry: Lineage, or whom you are descended from and how you trace family and heritage.

Anti-Black Racism: “Anti-Black Racism: beliefs, attitudes, prejudice, stereotyping and/or discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and colonization here in Canada.

The legacy of anti-Black racism lies in the current social, economic, and political marginalization of Black Torontonians. It is experienced as a lack of opportunity, poor health and mental health outcomes, poor education outcomes, higher rates of precarious employment and unemployment, significant poverty, and over representation in the criminal justice, mental health, and child welfare systems.

Toronto is the most diverse city in the world. However, studies continue to show that anti-Black racism still exists in this city, affecting the life chances of more than 200,000 Black people who call Toronto home. (EX26.5 City Of Toronto Executive Committee Consideration June 19, 2017 - The Interim Toronto Action Plan to Confront Anti-Black Racism).”

Glossary (cont'd)

Anti-Oppression: Anti-oppression education is a theoretical framework that identifies, questions, critiques, addresses, and dismantles social inequities. “Oppression describes a set of policies, practices, traditions, norms, definitions, and explanations (discourses), which function to systematically exploit one social group to the benefit of another social group” (Sensoy and DiAngelo, 2012, p. 39). Within education, oppression plays out in a multitude of ways leading to unequal relationships, access, experiences and outcomes. Oppression originates in discourse which frames how people think, act, and interact (Kumashiro, 2000).

Barrier: An obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

Bias: An opinion, preference, prejudice, or inclination that limits an individual’s or a group’s ability to make fair, objective, or accurate judgements.

Creed (Religion): Creed includes religion in the broadest sense. Creed may also include non-religious belief systems that, like religion, substantially influence a person’s identity, world view and way of life. A creed is sincerely, freely and deeply held; is integrally linked to a person’s identity, self-definition and fulfillment; is a particular and comprehensive, overarching system of belief that governs one’s conduct and practices; addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence; and has some “nexus” or connection to an organization or community that professes a shared system of belief.

Culture: Broadly described, culture can include economic systems, political ideologies and processes, ways of life and social mores, educational institutions, social programs, the environment, technological systems, recreational practices, customs and traditions, artistic and heritage activities, transportation and communication industries, and religious and spiritual activities.

Culturally Relevant Pedagogy: Culturally Responsive and Relevant Pedagogy (CRRP) is a framework based upon literature and theoretical tenets known as Culturally Relevant Pedagogy (Ladson-Billings, 1994) and Culturally Responsive Pedagogy (Gay, 2000). Its core belief connects pedagogical practice to high expectations, regardless of social identity. It deals with issues regarding broadly defined culture and cultural competence within the classroom and teaching environment, and engages students to develop critical consciousness and questioning of the status quo. This framework was developed to rethink the work in schools in order to create more equitable experiences and outcomes for ALL students. It extends the discourse to whole-school pedagogical approaches and practices (West-Burns & Murray, 2011 cited in the “Equity Continuum”).

Glossary (cont'd)

Cyber-bullying: Under the Education Act (s.1.0.0.2), bullying by electronic means, including by “(a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.” Cyber-bullying can involve the use of email, cell phones, text messages, and/or social media sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships. It may include put-downs or insults and can also involve spreading rumours; sharing private information, photos, or videos; or threatening to harm someone. Cyber-bullying is always aggressive and hurtful. (Refer to Bullying – We Can All Help Stop It: A Guide for Parents of Elementary and Secondary School Students, at www.edu.gov.on.ca/eng/multi/english/BullyingEN.pdf.)

Deep Learning: Deep learning acknowledges that literacy, numeracy and global competencies form the foundation of student learning. We want our students to be deep thinkers, problem solvers, creators, collaborators, leaders, global citizens, entrepreneurs, and communicators. The global competencies our students require are changing the learning process. Therefore, our students and teachers need to be deeply engaged in the learning process, leading to positive results.

Demographic Questionnaire: Is a voluntary survey tool to seek basic information about potential and current employees that allows TDSB to understand outreach, hiring trends, and staff demographic characteristics. Typically they cover factors such as age, race, ethnicity, gender identity, sexual orientation, Indigenous status, disability and may include other factors. Collecting demographic information enables TDSB to cross-tabulate and compare subgroups to see how responses vary between these groups, and also compare the demographic information to the Canadian Census, Toronto Census, and TDSB student census.

Digital Lead Learners: The Digital Lead Learner program is designed to build teacher capacity in the areas of technology enabled learning and global competencies: Digital Lead Learners are volunteer elementary & secondary teachers dedicated to increasing their knowledge of deep learning through technology and providing professional learning supports to the system in these areas.

Disability: A term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities, epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

Discrimination: Any practice or behaviour, whether intentional or not, which has a negative effect on an individual or group because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, gender identity, gender expression, sexual orientation, age, marital status, family status, disability or socio-economic status. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Glossary (cont'd)

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to: race, colour, creed, culture, ethnicity, linguistic origin, disability, socio-economic class, age, ancestry, nationality, place of origin, religion, sex, gender identity, gender expression, sexual orientation, family status, and marital status.

Duty to Accommodate: The legal obligation that school boards, employers, unions, and service providers have under the Ontario Human Rights Code to take measures that enable people to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. (Refer to www.ohrc.on.ca.)

Employment Equity: A program designated to remove systemic barriers to equality of outcomes in all aspects of employment and which leads to equitable representation of designated groups at all levels of employment.

Equality: The achievement of equal status in society in terms of access to opportunities, support, rewards and economic and social power for all without regard to race, colour, creed, culture, ethnicity, linguistic origin, disability, socio-economic class, age, ancestry, nationality, place of origin, religion, sex, gender identity, gender expression, sexual orientation, family status, and marital status.

Equity: The provision of opportunities for equality for all by responding to the needs of individuals. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present systemic discrimination against identified groups and removing barriers, eliminating discrimination and remedying the impact of past discrimination.

Equity Seeking Groups and other Historically Disadvantaged Communities: Persons and communities who have experienced, and or, are more likely to experience, and or, are experiencing bias, oppression, disadvantage or discrimination based on one or more of these factors: colour, creed, culture, ethnicity, linguistic origin, disability, socio-economic class, age, ancestry, nationality, place of origin, biological sex, gender identity, gender expression, sexual orientation, family status, and marital status.

Ethnicity: Refers to a group of people having a heritage and a common ancestry or shared historical past, as well as identifiable physical, cultural, linguistic and religious characteristics, whether or not they live in their country of origin.

Exploration Classroom Teachers: is a model for professional learning that brings educators into classrooms for observations of student learning with a teacher. Teachers identified as having instructional practices that can be shared with other teachers. Exploration Classroom Teachers teach for ½ day and have teachers register to visit their classroom. They are released for the other ½ day to follow up with the visiting teachers to support their professional learning.

Glossary (cont'd)

Family Status: The status of being in a parent/caregiver/guardian and child relationship

First Nation: A term that came into common usage in the 1970s to replace the word Indian, which many found offensive. The term First Nation has been adopted to replace the word “band” in the names of communities.

Gender Expression: Refers to the way an individual expresses their gender identity (e.g. in the way they dress, the length and style of their hair, the way they act or speak, the volume of their voice, and in their choice of whether or not to wear make-up) Understandings of gender expression are culturally specific and will change over time.

Gender Identity: How a person identifies themselves based on an individual’s intrinsic sense of self and their sense of being female, male, a combination of both, or neither regardless of their biological sex.

Global Competencies: Students will engage in relevant, authentic learning opportunities that develops critical thinking, creativity, collaboration, communication, citizenship and character through experiences that promote service, social justice, and sustainability

Harassment: A form of discrimination that is often but not always, persistent, ongoing conduct or communication, in any form, of attitudes, beliefs or actions towards an individual or group which are known to be, or should reasonably be known to be unwelcome, inappropriate, intimidating or offensive. A single act or expression can constitute harassment, for example, if it is a serious violation or it is from a person in authority. Harassment may be either subtle or blunt.

Hate: expressions of bias, prejudice and bigotry that are carried out by individuals, groups, organizations and states, directed against stigmatized and marginalized persons and groups in communities, and intended to affirm and secure existing structures of domination and subordination. Hate activities and incidents represent some of the most destructive forms of human rights-based discrimination by promoting hatred against identifiable groups of people. Some hate incidents are also considered criminal offences committed against a person or property and motivated, in whole or in part, by bias or prejudice based on real or perceived race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, socio-economic status or disability or any other similar factor.

Human Rights: Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, socio-economic status or disability, as set out in the Ontario Human Rights Code, or other similar factors.

Glossary (cont'd)

Inclusive Design: Inclusive Design is a process and an approach which uses an equity and anti-oppression stance to create conditions for learning that lead to an inclusive school environment. Through this approach, ALL students must see themselves reflected within all aspects of the learning environment. This is integral to the design of a dynamic and vibrant school community. It is directly tied to School Improvement planning and builds in the development of foci or goals that can be monitored and measured through a shared process. Inclusive design has six threads that allow for an integrated approach towards School Improvement planning. All six threads (or strands) are equally important.

Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, school staff teams, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Indigenous Protocol of Engagement: Resource created by staff at the Toronto District School Board's Urban Indigenous Education Centre to support staff with how to work with and in Indigenous communities. (Fall 2018)

Intensive Support Program-(ISP): The TDSB continuum of support includes special education classes at all grade levels. These intensive support programs (ISP) are designed to support communities of exceptional students who have similar kinds of instructional program and resource needs. Access to this level of support is by an IPRC placement decision of Special Education Class, either "with Partial Integration" or "Full Time". In most cases, student need for Special Education Class placement is expected to be of limited duration and is reviewed annually, with an eye to successful reintegration into the regular program as soon as is feasible.

Intersectionality: The condition in which a person simultaneously belongs to two or more social identities and the unique consequences that result from that combination.

Inuit: Aboriginal people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.

Language: The first language we learn or the language spoken by our parents/caregivers/guardians and others who take care of us as children. This may also include dialects. There is almost inevitably a link between the language we speak or the accent with which we speak a particular language on the one hand, and our ancestry, ethnic origin or place of origin on the other. A person's accent is also often associated with her or his "mother tongue" or place of origin.

Glossary (cont'd)

Learning Opportunities Index (LOI): A Board-designed tool that ranks schools based on a range of indicators that measure external challenges affecting student success. Many of the indicators reflect levels of poverty. There are two indices, one for elementary schools (including junior high schools) and one for secondary schools. The index measures external challenges in a way that compares each school to all other schools. It applies exactly the same set of consistent, reliable, and objective measures to each school and removes the subjectivity that may enter into the perceptions held about individual schools. The index lists schools according to ranking. The highest ranking (number 1) indicates the school with the greatest external challenges to student success. The index also provides a score for each school. A higher score leads to a higher ranking.

Marginalized: Refers to students who are in the “margins” and continue to be reflected in historic, persistent and or current achievement/well-being gaps. These students can often be identified by their social identities and often include (but not limited to): Indigenous, Black, LGBTQ identifying, students with disabilities, those coming out of poverty.

Marital Status: The status of being married, single, widowed, divorced or separated and includes the status of living with a person in a conjugal relationship outside marriage, including both same-sex and opposite sex relationships.

Métis: People of mixed First Nation and European ancestry. The Métis culture draws on diverse ancestral origins, such as Scottish, Irish, French, Ojibwe, and Cree.

Nationality: The status of belonging to a particular nation.

Pathway: Pathway refers to the choice of program of study available in secondary schools and the post-secondary choices and destinations that are available to a student after graduation.

Place of Origin: Where one is originally from, generally meaning country of birth, or if born in Canada it could include an area, province or region of the country, (ie Quebec, Newfoundland, The West Coast, Toronto, etc.)

Positive School Climate: The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

Glossary (cont'd)

Power Dynamics: The process by which one group defines and subordinates other groups and subjects them to differential and unequal treatment.

Power Imbalance: A situation in which an individual or group is able to influence others and impose its beliefs, subjecting other individuals and/or groups to differential and unequal treatment.

Prejudice: The pre-judgement (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias, or stereotypes.

Privilege: The experience of freedoms, rights, benefits, advantages, access, and/or opportunities on the basis of group membership or social context, which is denied or not extended to members of all groups.

Qualtrics: A unique software-driven online process to engage staff in meaningful dialogue allowing each participant to consider his or her own thoughts alongside the thoughts of a variety of topics. It helps the Board determine actions based on employees' top concerns, opinions and priorities.

Race (Colour): Race is a socially constructed way of judging, categorizing and creating difference among people based on physical characteristics such as skin colour, eye, lips and nose shape, hair texture and body shape. The process of social construction of race is termed "racialization." This is the "process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life. Despite the fact that there are no biological "races", the social construction of race is a powerful force with real consequences for individuals. Someone's "race" can also extend to specific traits which are deemed to be "abnormal" and of less worth. Individuals may have prejudices related to various racialized characteristics. In addition to physical features, these characteristics could include accent, dialect or manner of speech, name, clothing and grooming, diet, beliefs and practices, leisure preferences, and places of origin.

Restorative Practices: is a way of working with children that acknowledges the central importance of effective relationships in schools and promotes the school's role in developing these. It places particular emphasis on developing respect, empathy, social responsibility and self-regulation. There are a range of proactive and responsive Restorative Approaches that schools can learn to use. Proactive Approaches build emotional intelligence and resilience. Responsive Approaches focus on resolving conflict and addressing wrongdoing and harm. (Richard Hendrey, 2009 Building and Restoring Respectful Relationships in Schools)

Sex/Biological Sex: Generally refers to the sex assigned at birth based on external genitalia but also includes internal reproductive structures, chromosomes, hormone levels, and secondary sex characteristics such as breasts, facial and body hair, and fat distribution.

Glossary (cont'd)

Sexual Orientation: A term for the emotional, physical, romantic, sexual and spiritual attraction, desire or affection for another person. Examples include asexuality, heterosexuality, bisexuality and homosexuality. Sexual orientation is much more accurately viewed as an attraction continuum that includes a range of gender identities, expressions and biological sexes.

Socio-Economic Status: The economic, social and political relationships in which people operate in a given social order. These relationships reflect the areas of income level, education, access to goods and services, type of occupation, sense of ownership or entitlement and other indicators of social rank or class.

Social Identity: Those aspects of a person that are defined in terms their group membership, or their perceived group membership in broad social categories (i.e. race, disability, gender identity, etc.) Social identities are most accurate when individuals self-identify or chose of how they want to be identified, as opposed to being labelled by society or others.

Stereotype: A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other factors.

Systemic Discrimination: A pattern of discrimination that arises out of apparently neutral institutional policies or practices, that is reinforced by institutional structures and power dynamics, and that results in the differential and unequal treatment of members of certain groups.

Underserved: The term, underserved is a recognition that in particular, marginalized students are not being served well by the education system. Traditionally, such students would be framed from a perspective of being “at-risk” which placed the emphasis on the student and saw them from a deficit lens. An anti-oppressive approach requires us to think about how, as an organization, we can do better towards serving the needs of those students. When we understand that students are underserved, the organization becomes responsible to think about what it must do differently to better respond to students’ needs.